

School Improvement Plan – Guidelines and Process

I. School Level Narrative

School Building Information

Local Education Agency (LEA) Name

Chartiers-Houston

School Building Name

Chartiers-Houston Jr./Sr. High School

School Building Code

4235

School Street Address

2050 West Pike Street Houston, Pa 15342

A. School Improvement Committee

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
John George	Superintendent	Chartiers-Houston
Philip Mary	Building Principal	Chartiers-Houston
Kurt Kesneck	Assistant Principal	Chartiers-Houston
Erin Gasper	H.S. English Teacher / ITL	Chartiers-Houston
Missy Novak	H.S. Math Teacher / ITL	Chartiers-Houston
Rich Fersch	Learning Support Teacher / ITL	Chartiers-Houston
Karol Snead	H.S. Social Worker	Chartiers-Houston
Jen Bruni	Teen Outreach	Chartiers-Houston
Lindsay Hope	Elementary Teacher / ITL	Allison Park
Steven Horvath	Township Police Officer	Chartiers Township
Leslie Miklos	Parent	Houston, Pa
Rob Baker	Counselor	Office for Vocational Rehabilitation
Charles Stewart	Community	Resident of Houston, PA

Karlyn Bayer, Bella Passieu, Carly Whitfield, Haley Conaway	Students	2020 Class Officers
---	----------	---------------------

Outline efforts school leaders took to ensure that the committee is comprised of a diverse group of stakeholders who are involved and invested in LEAs, schools, programs, and outcomes for students (leadership, teachers, parents, students, community partners, LEA leadership or staff, governing board leadership or designee, elected officials, advocacy organizations).

The core members of the A-TSI team within Chartiers-Houston met to discuss potential names to invite to join the A-TSI committee. Names from our current School Improvement plan were first considered. Some names from this team of these stakeholders were added to the committee. Due to the successful partnership Chartiers-Houston has had in the past with these members, the team expressed the expected success of having these members on the team. The core members next considered the suggested stakeholders listed above that comprise different socioeconomic statuses. The team rounded out the committee with community members, students and an elected official.

Describe the role of the committee in developing this school improvement plan, as well as the intended role of the committee in the implementation and monitoring of the plan.

The school improvement plan was created by the core members of the A-TSI team. When steps were being developed, the plan was shared with committee members. Input was solicited during the creation of this plan from members outside of the building. The plan will be reviewed as required by determined progress markers. Data will be collected and shared with members at each stage. Committee members will fulfill any specific role designed for him/her based on his/her role.

B. School Level Vision for Learning

Long-term Vision and the Measures of Success

Long-Term Vision for Students <i>What will students know and be able to demonstrate upon leaving the school?</i>	Measures of Success <i>How will you know you are on track to achieving your vision or students?</i>
Chartiers-Houston students will graduate with an understanding of the importance of attendance, specifically its effect on their education and future effect on employment.	By 2022, 100% of students will have received the revised attendance policy and corresponding information relating to state regulations on attendance. By 2022, 100% of parents/guardians will have received the revised attendance policy and corresponding information relating to state regulations on attendance. Attendance numbers for students identified as chronically absent will be compared from year to year to assess increases in school attendance.
Students who attend Chartiers-Houston that qualify as learning support will improve their achievement by .31% annually to reach our target goal by 2030.	A variety of assessments used across junior high and senior high such as STAR Reader and Edmentum will be used to measure growth in ELA and math.

II. School Level Needs Assessment

A. Identified School Community Needs:

Describe how the LEA and school engaged in timely and meaningful consultation with a broad range of stakeholders (e.g., families, students, educators, community partners) and examined relevant data (e.g., student, educator, and community demographics; student achievement and growth; student and teacher attendance; student behavior; documents; classroom observations; surveys; focus groups; budget/allocation of finances) to understand the most pressing needs of students, educators, and/or other members of the school community and the potential root causes of those needs.

The LEA and the school district used surveys to gather data. Surveys were given to parents, guardians, teachers, administration, and students so that all groups were represented in the gathering of data. Stakeholders were invited to join the group through a letter and then the established group members corresponded through emails and collaborated in small and large group meetings.

B. Based on your data analysis, what are your data-supported strengths?

Strengths	Supporting Evidence from Needs Assessment
Math - Annual Academic Growth	92.3% white / 85% Economically Disadvantaged
Career Standards Benchmark	100% All Students
Graduation Rate	93% All Students / 92.3% Economically disadvantaged
Growth – Special Education	79% Students with Disabilities / 72.% Economically disadvantaged (PVAAS)

C. Based on your data analysis, what are your data-supported challenges? (You will need to identify two or three of these challenges that will be prioritized and addressed in this plan.) Check each challenge that will be a priority in your plan.

Challenges	Supporting Evidence from Needs Assessment	Priority for Planning	Primary Root Cause
Attendance – Special education sub-group	75% - Pa Career Read	Yes	The misconception that absences are only a problem if they are unexcused. The school community needs to understand revised attendance policy.
Achievement - Special education	18.2% Proficiency in ELA is lower among students with disabilities compared to their peers	Yes	Lack of relevant and engaging instruction
Growth - Special education	PVASS - 65% English 63% Math	Yes	Instructional Methods

D. Established Priorities and Aligned Outcome Categories

Based on your prioritized challenges, develop, in specific detail, two to three high-leverage priority statements to focus your improvement plan. In drafting priority statements, your team will turn each prioritized challenge into an actionable statement that explains how the school plans to address the primary root cause of the challenge. Indicate which Outcome Category will be most directly impacted by focusing on the priority statement, by selecting the category that is best aligned to the priority statement from the drop-down menu under “Outcome Category.”

Priority Statements and Rationale	Rationale	Outcome Category
1. To improve overall attendance, including targeted subgroup; special education.	Chronic absenteeism in school is carrying over to a poor work ethic in the future. The professional business world has stated that they have seen absenteeism in the work place in high numbers. This trend is being identified in part due to student's poor attendance in school. Working to improve student attendance will benefit them in school by providing students with an education, as well as in the future by becoming dependable employees.	Student Attendance

<p>2. Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.</p>	<p>Ensuring lesson plans are aligned to curriculum is intended to verify instruction is relevant and meaningful to students as they make connections between education and their everyday lives.</p>	<p>Essential Practices Condition 1 - Focus on Continuous Improvement of Instruction</p>
<p>3. Use variety of assessments to monitor student learning and adjust programs and increase relevant instructional practices.</p>	<p>Through implementing assessments such as Star Reader, Star Math and Edmentum, the district will assess student growth when comparing scores on a quarterly basis. Scores will be analyzed to determine gaps in knowledge that will be remediated during an established period of the daily schedule.</p>	<p>Math and ELA</p>

III. Measurable Goal Statements

Measurable Goals: Develop SMART Goals for each established Priority. To maintain focus on priorities, no greater than 2 measurable goals per priority is recommended.

Priority Statement #1: _To improve overall attendance, including targeted subgroup; special ed.____

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
By 2022 student attendance will increase at a yearly rate of 2% for an aggregate total of 81%.	.5% attendance improvement Based on attendance report	1% attendance improvement Based on attendance report	1.5% attendance improvement Based on attendance report
By 2022, the designated sub-group total number of absences will decrease annually by 10% when compared to previous year's attendance.	Compare 1st quarter number of absences from prior year to current year	Compare 2 nd quarter number of absences from prior year to current year	Compare 3rd quarter number of absences from prior year to current year

Priority Statement #2: _Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
100% of teacher lesson plans will be standards based and include connections to real world experiences relevant to student backgrounds and interests.	By October 2019, 70% of teacher lesson plans will include real world connections and be aligned to curriculum standards	By January 2020, 80% of teacher lesson plans will include real world connections and be aligned to curriculum standards	By March 2020, 90% of teacher lesson plans will include real world connections and be aligned to curriculum standards.
Collaborative planning for instruction will occur 80% of the time throughout the school year, with a focus on real world experiences to guide instruction to be more engaging and student oriented.	By October 2019, 50% of these lesson plans will include at least one enhancement connected to testable material	By January 2020, 60% of these lesson plans will include at least one enhancement connected to testable material	By March 2020, 70% of these lesson plans will include at least one enhancement connected to testable material

Priority Statement #3: Use a variety of assessment to monitor student learning and adjust programs and instructional practices.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
By 2022, the number of students identified high school subgroup will decrease in the red category of scoring on the CDT.	CDT Monitoring - Establish baseline score	CDT Monitoring - increase percentage correct from established baseline	CDT Monitoring - increase percentage correct from established baseline and second assessment.
By 2022, the number of students identified in the junior high subgroup will test on the STAR Assessment at grade level	STAR Assessment - Establish baseline score	STAR Assessment - increase percentage correct from established baseline	STAR Assessment - increase percentage correct from established baseline and second assessment.

IV. Action Plans

A. Evidence-Based Strategies

Once needs have been identified, the school improvement committee (in consultation with other stakeholders) will select evidence-based strategies that align with your priority statements that the school community has the capacity to implement. By using rigorous and relevant evidence and assessing the local capacity to implement the strategy (e.g., funding, staff, staff skills, stakeholder support), schools are more likely to implement interventions successfully.

For each measurable goal, identify an evidence-based strategy that has a high likelihood of success in your school.

Priority Statement #1: To improve overall attendance, including targeted subgroup; special education.

Measurable Goals	Evidence-Based Strategy
By 2022 student attendance will increase at a yearly rate of 2% for an aggregate total of 81%.	Mailings home to parents/guardians - The Evidence for Pa website states that mailing home to parents can target the importance of attendance and provide actual attendance reports, linking attendance issues to student learning, learning opportunities, literacy skill development and high school graduation. Three studies attributed to this strategy reported increases in student attendance. The first study stated that the number of classes missed decreased by 28%, the second study stated that this intervention reduced chronic absenteeism by 15%, and the third study reported that a single postcard improved student attendance by 2.4%.
By 2022, the designated sub-group total number of absences will decrease annually by 10% when compared to previous year's attendance.	Monitors & Mentors - The Evidence for Pa website describes this strategy as by using teachers, parents, or student mentors or monitors there is a strong change that vital relationships will be made where students are encouraged to attend school more regularly. Two studies are included in support of this strategy. The first study reported that chronically absent student attendance saw two weeks of improved school attendance when these students were connected with mentors. The second study reported that students in this study showed a significantly greater probability of remaining in school when the school implemented this strategy.

Priority Statement #2: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.

Measurable Goals	Evidence-Based Strategy
100% of teacher lesson plans will be standards based and include connections to real world experiences relevant to student backgrounds and interests.	Content-focused specific professional development - The authors found “that professional development focused on specific instructional practices increases teachers’ use of those practices in the classroom. Furthermore... specific features, such as active learning opportunities, increase the effect of the professional development on teacher’s instruction. Incorporating this strategy into our professional development will have positive effects on improving growth among our designated sub-group.

Collaborative planning for instruction will occur 80% of the time throughout the school year, with a focus on real world experiences to guide instruction to be more engaging and student oriented.	Teacher Study Groups, Team meeting agendas, and Common assessment are three tools that will be utilized throughout the year to plan and monitor collaborative instruction and across the curriculum to achieve the goal of student engagement.
---	--

Priority Statement #3: Use a variety of assessment to monitor student learning and adjust programs and instructional practices

Measurable Goals	Evidence-Based Strategy
By 2022, the number of students identified high school subgroup will decrease in the red category of scoring on the CDT	Examples of student work Assessment schedule and samples Feed back to students Educator Survey Student Survey Professional learning plan, materials
By 2022, the number of students identified in the junior high subgroup will test on the STAR Assessment at grade level	Examples of student work Assessment schedule and samples Feed back to students Educator Survey Student Survey Professional learning plan, materials

B. Action Plan Steps

An Action Plan template is provided to develop action steps to meet each measurable goal.

Each Action Plan has these critical components for each Priority/Measurable Goal:

- Action Steps – List what is to be accomplished in each step.
- Material/Resources/Supports Needed
- Person/Position Responsible
- Implementation Timeline
- Anticipated Outputs – what do we want to accomplish within each Action Step?
- Monitoring/Evaluation Plan
- If a professional development action step or component of this goal, complete Professional Development Plan information template.

Expenditures:

Describe how funding will be used to implement the Action Plans. Include a brief description of each expenditure, funding source (Title 1, General fund, IDEA, etc.), and costs for each needed expenditure.

Professional Learning Opportunities:

The following information is to be completed for professional development components for each of the Priority Goals:

- Goal Statement – General Description of Presentation
- Audience,
- Topics to be Included
- Evidence of Learning
- Anticipated Timeframe
- Lead Person/Position

School Level Action Plans

Priority #1 – Measurable Goal #1: By 2022 student attendance will increase at a yearly rate of 2% for an aggregate total of 81%

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Correct parent misbeliefs on attendance (Laws, significance)	Time, letters, postage	A-TSI committee, secretaries	September 2019 and reinforced throughout school year.
Mailings home pertaining to revised attendance policy	Time, letters, postage	A-TSI committee, secretaries	August 2019
Create attendance committee	Time, Staff	A-TSI committee, secretaries	August 2019 to June 2019
Monitors and Mentors	Time, staff, attendance reports, meeting students.	Assigned teachers	August 2019 to June 2019
Contact home through email, website and social media	Time, staff, computer access	A-TSI committee members, secretaries	Quarterly throughout 2019 school year.
Anticipated Outputs:			
Attendance reports which will be reflected on quarterly to determine if changes are to plan are required. Attendance will reach ultimate goal of 81%			
Monitoring/Evaluation Plan:			
Quarterly attendance reports to monitor attendance numbers.			

Expenditures: Describe briefly how funding will be used implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Postage	District budget	Postage times # of student families.
Printing supplies for mass quantity of letters, handbooks, etc.	District budget	Unknown

Professional Learning - Describe the Professional Development Plan to achieve this goal.

Professional Learning Goal: All teachers will be familiar with revised attendance policy that will be in line with new state regulations.

Audience	Faculty
Topics to be Included	Pa attendance information regarding chronic absenteeism, revised attendance policy, attendance interventions
Evidence of Learning	Copy of attendance policy and interventions, Survey
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: August 2019
Lead Person/Position	A-TSI team member

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 2: Teachers will be presented with a workshop on Monitors and Mentors intervention.

Audience	Faculty
Topics to be Included	Monitors and Mentors intervention
Evidence of Learning	Surveys
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: August 2019
Lead Person/Position	A-TSI team member

Priority #1- Measurable Goal #2: Designated sub-group total number of absences from current school year will be less when compared to prior school year.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Early warning attendance notification system	Attendance records, time, staff member, meeting with student	Assigned staff member(s)	Running throughout school year.
Mailing home	Time, letters, postage	A-TSI committee members, secretaries	Quarterly
Email blast	Time, staff, computer access	A-TSI committee members	Monthly
Postings on website and social media	Time, staff, computer access	A-TSI committee members	Monthly
Anticipated Outputs:			
Attendance reports which will be reflected on quarterly to determine if changes are to plan are required.			
Monitoring/Evaluation Plan:			
Attendance reports will be collected monthly. Absenteeism numbers will be reviewed; excuses will be evaluated. As absenteeism numbers per student increase, interventions will be implemented.			

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Mailing costs	District budget	Unknown

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 1: All teachers will be familiar with revised attendance policy that will be in line with new state regulations.

Audience	Staff
Topics to be Included	Updated attendance policy guidelines
Evidence of Learning	Surveys
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: August 2019
Lead Person/Position	A-TSI committee members

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 2: Teachers assigned to monitor attendance during QRT will receive instruction on school procedures regarding meeting attendance goals.

Audience	Assigned teachers
Topics to be Included	QRT time, attendance policy, attendance reporting procedures, chronically absent student profiles
Evidence of Learning	Surveys, student profiles
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: August 2019
Lead Person/Position	A-TSI committee members

Priority #2 – Measurable Goal #1: 100% of teacher lesson plans will be standards based and include connections to real world experiences relevant to student backgrounds and interests.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Develop lesson plans	Time, staff, computer access	Teachers, administration	Weekly 2019/2020 school year.
Walkthroughs/Observations	Time, students, staff	Teachers, administration	Throughout school year
Principal / Teacher follow up	Time, staff, administration	Teachers, administration	Throughout school year
Student survey	Surveys, time, staff	Teachers	Quarterly throughout school year.
Anticipated Outputs:			
Weekly Lesson Plans			
Monitoring/Evaluation Plan:			
Lesson plans will be monitored by administration and ITL’s for real world implications and/or student backgrounds to foster engagement.			

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
No cost	N/A	N/A

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 1: Faculty will attend a professional development presentation on lesson plan format and creation.

Audience	Staff
Topics to be Included	Lesson plans
Evidence of Learning	Lesson plans
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: June 2020
Lead Person/Position	A-TSI members

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 2: Faculty will create lesson plans showing specific real world implications and/or cross collaboration.

Audience	Staff
Topics to be Included	Lesson plans
Evidence of Learning	Lesson plans
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: June 2020
Lead Person/Position	A-TSI members

Priority #2 – Measurable Goal #2 Collaborative planning for instruction will occur 80% of the time throughout the school year, with a focus on real world experiences to guide instruction to be more engaging and student oriented.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Dual Dept. Meetings	Time /Staff	ITL's and Department Members	September 2019-June 2020
Lesson Plan Development	Time/Staff/Computers	Administration & ITL's	September 2019-June 2020
Lesson Plan Review	Time/Staff/Computers	Administration & ITL's	September 2019-June 2020
Anticipated Outputs:			
Lesson Plans			
Monitoring/Evaluation Plan:			
Lesson plans will be monitored by administration and ITL's for real world implications and/or student backgrounds to foster engagement.			

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
N/A		

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 1: Department members will attend joint department meetings to increase collaboration.

Audience	Faculty
Topics to be Included	Lesson Plans/across curricular planning
Evidence of Learning	Lesson plan samples/assessments/surveys
Anticipated Timeframe	Enter Start Date: 8/2019 Anticipated Completion Date: 6/2020
Lead Person/Position	ATSI Team Member

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 2: Department members will create assessments and lesson materials that reflect student backgrounds.

Audience	Faculty
Topics to be Included	Lesson Plans/across curricular planning
Evidence of Learning	Lesson plan samples/assessments/surveys
Anticipated Timeframe	Enter Start Date: 8/2019 Anticipated Completion Date: 6/2020
Lead Person/Position	ATSI Team Member

Priority #3 – Measurable Goal #1: By 2022, the number of students identified high school subgroup will decrease in the red category of scoring on the CDT

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Schedule assessments	Computer access, CDT program, time, staff	Staff	August-September 2019
Assess students to establish baseline	Computer access, CDT program, time, staff	Staff	September – October 2019
Assess students to evaluate progress	Computer access, CDT program, time, staff	Staff	Scheduled dates throughout school year
Anticipated Outputs:			
CDT Scores			
Monitoring/Evaluation Plan:			
CDT Assessments reviewed, compared and revise instruction to help missed concepts			

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
N/A		

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 1: Understanding of CDT assessments and its connection to student growth.

Audience	Staff
Topics to be Included	CDT assessments vision for growth
Evidence of Learning	Scores
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: June 2020
Lead Person/Position	A-TSI team member

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 2: Establish QRT time for tutoring

Audience	Staff
Topics to be Included	QRT – student gaps
Evidence of Learning	Scores/assessments/progress monitoring
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: June 2020
Lead Person/Position	A-TSI team member

Priority #3 – Measurable Goal #2: By 2022, the number of students identified in the junior high subgroup will test on the STAR Assessment at grade level

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Schedule assessments	Computer access, STAR program, Edmentum, time, staff	Staff	August-September 2019
Assess students to establish baseline	Computer access, STAR program, Edmentum, time, staff	Staff	September – October 2019
Assess students to evaluate progress	Computer access, STAR program, Edmentum, time, staff	Staff	Scheduled dates throughout school year
Anticipated Outputs:			
Edmentum progress and STAR Scores			
Monitoring/Evaluation Plan:			
Edmentum and STAR Assessments reviewed, compared and revise instruction to help missed concepts			

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Cost of Star Assessment	District budget	Cost of program
Cost of Edmentum	District Budget	Cost of program

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 1: Understanding of Edmentum and STAR assessments and its connection to student growth.

Audience	Staff
Topics to be Included	Edmentum/STAR assessments
Evidence of Learning	Scores/progress monitoring/ assessments
Anticipated Timeframe	Enter Start Date: 9/2019 Anticipated Completion Date: 6/2020
Lead Person/Position	ATSI Team Member

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 2: Establish QRT time for tutoring

Audience	Staff
Topics to be Included	QRT – student gaps
Evidence of Learning	Scores/progress monitoring/ assessments
Anticipated Timeframe	Enter Start Date: 9/2019 Anticipated Completion Date: 6/2020
Lead Person/Position	ATSI Team Member

V. Communications Plan for School Improvement

The success of a plan is how you communicate it to your staff, community, parents and students. Develop steps to communicate components of your plan to your various levels of stakeholders.

Communication Steps and Timelines:

Communication Strategies	Audience	Purpose of Message	Anticipated Timeline
Faculty Meeting	Staff	Shared vision, improvement plan	May 2019, August In-service
School Website, Social media	Community	Share A-TSI improvement plan. Seek feedback	Summer 2019 and throughout school year
Email Blast/Letters Mailed home	Parents/Guardians	Inform regarding attendance policy updates/inform where plan can be viewed. Seek feedback	June - September 2019 and throughout school year
School Board Meeting	Board Members	Seek approval for plan, respond to questions/concerns	May 2019
Stakeholder Meeting	Stakeholders	Seek feedback, share the plan	March 2019 - May 2019

VI. Plan Submission

Affirmations

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by The Chartiers-Houston Jr./Sr. High for the_2019-2020 school year.

Board Approval: *Date of Board Meeting:* _____

Board President:

Name (printed)

Signature

Date

Superintendent of Schools/Chief Executive Officer:

Name (printed)

Signature

Date

Building Administrator:

Name (printed)

Signature

Date

School Improvement Facilitator:

Name (printed)

Signature

Date